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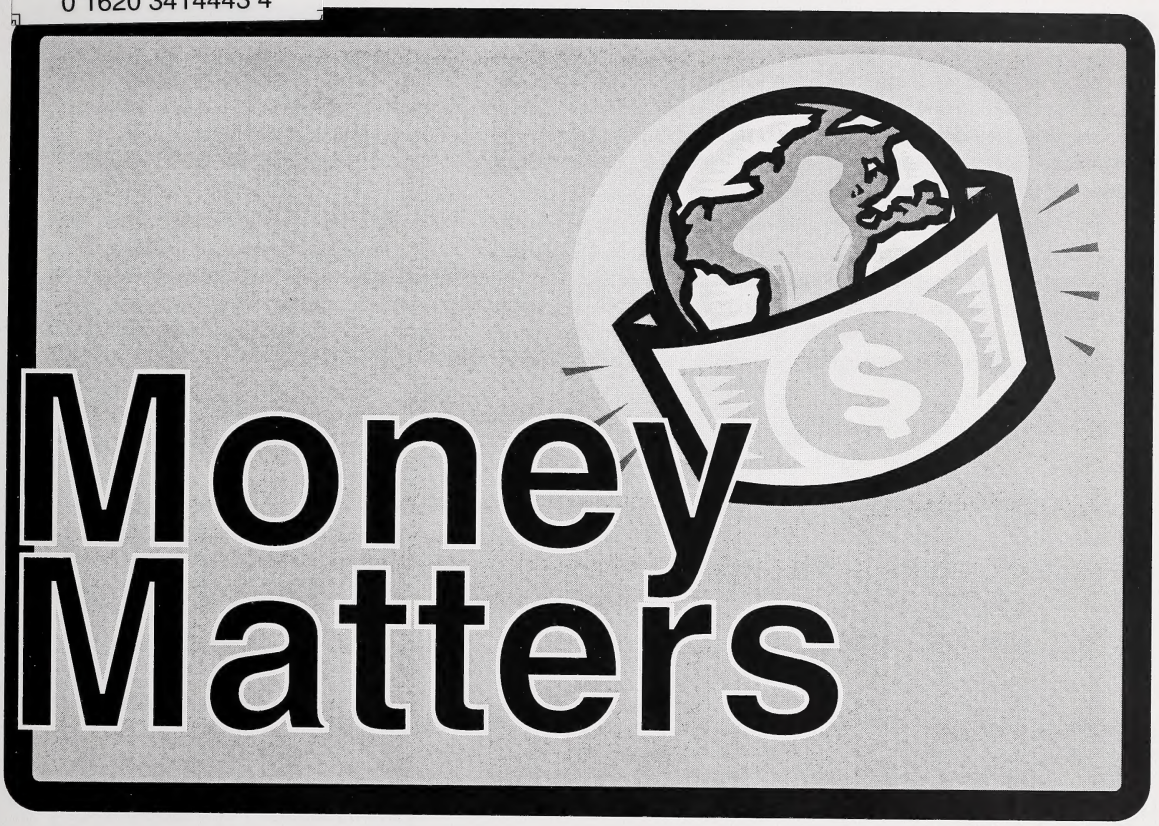

Money Matters

Special Interest Module

Grades 4–6

Teacher's Guide

Learning Technologies Branch

Alberta LEARNING

ACKNOWLEDGEMENTS

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Special Interest Module
Money Matters
Teacher's Guide
Learning Technologies Branch
ISBN 0-7741-1649-8

This document is intended for	
Students	
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

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http://www.learning.gov.ab.ca/ltb

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Money Matters Teacher's Guide

About This Module

This module is designed to help the student develop a deeper understanding of money. The module discusses the early history of trade before the existence of currency. The module studies coins and paper money, with an emphasis on Canadian money. The module also explores foreign money and exchange rates. The module gives the student an opportunity to look at how money is used in his or her life. This is done by looking at allowances, budgeting, selling methods, and shopping. The student also develops skills in keeping track of his or her own money and will gain a deeper understanding of its value and the responsibility that goes with handling it.

Focus of Module

This module can be adapted to different ages and skill levels. It is divided into nine sections. Each section has a different focus. The student is expected to complete the activities appropriate to his or her skill level and to choose one of the two projects given for each section. Students will have the opportunity to develop skills in many subjects by doing a variety of activities.

Language Arts

Students will have the opportunity to read about the following topics:

- bartering
- the history of coins and paper money
- the history of Canadian money
- world money and exchange rates
- allowances
- budgets
- advertising and shopping tips
- jobs
- banks

They will also have the opportunity to develop their writing skills by doing the following:

- writing reports
- writing business letters
- writing short answers, such as sentences and paragraphs
- writing lists

Science

- recognizing similarities and differences
- making and recording observations
- making comparisons
- analysing information and identifying errors
- collecting and analysing data

Math

- graphing information
- making mathematical story problems
- understanding and solving number problems related to exchange rates
- making budgets
- recording spending in a ledger
- understanding and solving problems related to percentages

Social Studies

- developing research skills
- reading about the history of money
- making charts showing comparisons
- making a timeline
- developing an appreciation of the diversity of world customs
- gaining a realization of the value of Canadian money compared to the money of another country

Fine Arts

- designing and making projects
- making prints using different methods
- drawing

Section 1: Money Talks

Focus: bartering

Reading Time

The student will read about bartering being used as the exchange system before money existed.

Exploring Time

What's in a Phrase?

Money has found its way into many phrases. The student will discuss and record the meaning of a variety of these idioms.

Project Time

Project Choice 1: Swap Smarts

Subject: Oral and Written Language Arts
Purpose: to organize a swap meet and to write and present a report about it

The student will organize a swap meet with family and friends. He or she will write and present a report on the swap.

Project Choice 2: Trade This

Subject: Fine Arts
Purpose: to design and make trading cards

The student will design and make trading cards.

Section 2: Making "Cents"

Focus: coins

Reading Time

The student will read about the history of coins, as well as the origin of the word *money*.

Writing Time

The student will be asked to make a list of questions about Canadian coins. These questions will be used in a business letter to the Royal Canadian Mint. In the next section, Canadian money is explored further. The student may decide to wait until that section to write the letter. An example of a business letter is given; the student is to use this format.

Exploring Time

The student will read about numismatics or coin collecting.

Project Time

Project Choice 1: Become a Numismatist

Subject: Language Arts
Purpose: to start a coin collection and write a report about it

The student will begin a coin collection. A report should be submitted indicating the kind of collection, the reasons for choosing that kind of collection, and where the coins for the collection are found.

Project Choice 2: A Pocketful of Pennies

Subjects: Math and Fine Arts
Purpose: to make a graph using 100 pennies

The student will make a graph of 100 pennies, graphing the coins according to the years in which they were minted.

Section 3: Does Money Grow on Trees?

Focus: paper money

Reading Time

The student will read about the history of paper money.

Writing Time

The student will closely examine a $5 bill. A list of features to look for is given. The student should write his or her findings in the Student Book.

Exploring Time

Money Math

The student will make up **three** story problems using the information given. The solutions for these problems should also be given.

Project Time

Project Choice 1: Funny Money

Subject: Fine Arts
Purpose: to design and print a $3 bill; to learn about **two** different printing methods

The student will design and print a $3 bill. Two different printing methods are given.

Project Choice 2: Money Movie

Subjects: Language Arts and Fine Arts
Purpose: to make a movie about how paper money is made

The student will gather information and list the main points about how paper money is made. The list of main points is submitted in the Student Book.

Section 4: Canadian Cash

Focus: Canadian money

Reading Time

The student will read about the history of Canadian money—both coins and paper money.

Exploring Time

The student will examine Canadian coins as well as Canadian paper money.

Writing Time

The student will report on the observations made in Exploring Time. The report can be written in paragraphs, shown in a chart, or given in a point-form list.

Project Time

Project Choice 1: Who's on My Money?

Subject: Social Studies
Purpose: to find what pictures and portraits are on Canadian money

The student will complete a chart indicating whose portrait and what picture is shown on Canadian money.

Project Choice 2: Money Through Time

Subjects: Social Studies and Fine Arts
Purpose: to make a timeline showing the history of Canadian money

The student will make a timeline showing the history of Canadian money. The history read earlier gives many events, and there are suggestions for other events that could be included.

Section 5: Money Around the World

Focus: foreign money

Reading Time

The student will read about how currency in other countries differs from Canadian currency.

Writing Time

The student will make a list of countries and the currency for each country.

Exploring Time

Exchange Rates

The student will read about exchange rates and then solve some math questions using exchange rates.

Project Time

Project Choice 1: What's the Difference?

Subjects: Social Studies and Language Arts
Purpose: to observe and record the differences and similarities between Canadian money and money from another country by making a list

The student will explore the differences between an American and a Canadian bill of the same denomination.

Project Choice 2: Wheel of Money

Subjects: Social Studies, Language Arts, and Practical Arts
Purpose: to make a wheel that has the names of different countries and their money; to match the country and its money

The student will create a wheel of money using the list of countries and corresponding currencies from Exploring Time.

Section 6: Allowing for an Allowance

Focus: allowances

Reading Time

The student will read a conversation between a child and his father about allowances.

Exploring Time

Needs and Wants

The student will identify the difference between needs and wants and make a magazine collage on the subject.

Writing Time

After reading about and discussing budgets, the student will make a real or imaginary budget.

Exploring Further

The student will be introduced to simple ledgers. The student will apply what has been learned so far to identify a problem in Thomas's budget and to suggest a solution to the problem.

Project Time

Project Choice 1: That's a Plan

Subjects: Math and Language Arts
Purpose: to make a budget

The student will make a clothing budget.

Project Choice 2: Keeping Track

Subjects: Math and Social Studies
Purpose: to visit a store and study different types of ledgers; to track spending for one week

The student will go to a store and look at different kinds of ledgers and record spending for one week in a ledger.

Section 7: Come On In!

Focus: shopping and selling methods

Reading Time

The student will read about some advertising techniques that are used to get people to spend their money.

Writing Time

The student is asked to make a list of things to consider when buying a pair of running shoes. The student is then asked to choose a pair of shoes and explain why this was a suitable choice.

Exploring Time

Using percent grids, the student will show an understanding of percent.

Exploring Further

The student is given a list of shopping tips. Some advertisements and pictures that have errors in them are given in the Student Book. The student applies what has been learned by finding the errors on these advertisements and pictures.

Project Time

Project Choice 1: What a Deal!

Subjects: Language Arts and Math
Purpose: to compare **three** different coats and decide which one best meets your needs

The student will be asked to shop for and compare **three** different coats.

Project Choice 2: Tricky Business

Subjects: Social Studies and Language Arts
Purpose: to find **two** examples of advertising tricks in newspaper or magazine advertisements

The student will be asked to find **two** examples of advertising tricks in newspapers or magazines.

Section 8: Get a Job!

Focus: earning money and having a job

Reading Time

The student will read about earning money as a wage earner.

Writing Time

The student will record examples from his or her neighbourhood of wage earners, their jobs, and who pays them.

Exploring Time

Who Would Hire a Kid?

The student is asked to explore the type of work that might arise from special interests or hobbies. The student is then asked to consider what is important in keeping a job.

Project Time

Project Choice 1: You're Hired!

Subjects: Language Arts
Purpose: to write and answer questions for an interview

The student will investigate the interview process by making up interview questions and expected answers.

Project Choice 2: Look in the Classifieds!

Subject: Language Arts
Purpose: to look at classified ads for jobs

The student will look at classified ads for jobs and will determine what information is given in the ads.

Section 9: Bank on It!

Focus: banks

Reading Time

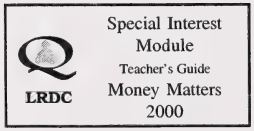
The student will read about the history of banks.

Exploring Time

The student will take a field trip to a bank. He or she will comment on and describe the trip in the Student Book.

Wrap-Up Time

The student will spend the rest of the section finishing up projects and getting work organized to be sent in. The student will be given a chance to comment on the module. Money games can also be played.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Teacher's Guide
Money Matters
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Special Interest Module

Grades 4–6

Student Book

with Home Instructor's Guide

Learning
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Money Matters
Student Book
Learning Technologies Branch
ISBN 0-7741-1650-1

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Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

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Money Matters

Introduction

Welcome, Student!

This book is just for you. Sometimes you will be asked to write sentences, do math, fill in charts, or answer questions. When you finish Section 9, read "Gather Your Work" to see what you have to send to your teacher. All the pages that have the special send-in icon should be sent in.

It's time to get started now. Begin this module by reading page 1 in your Mini Module Booklet.

Note to Home Instructor

This book is designed for your child to write in.

At the back of this book is a guide for the home instructor. It contains information that will help you guide your child through this module. Read through this guide before your child begins the module, and keep it nearby for handy reference.

ASSIGNMENT RECORD FORM FOR SPECIAL INTEREST MODULES

MONEY MATTERS

Student and teacher: Use this cover sheet for mailing or faxing.

Teacher's Comments:

_____

_____

_____

_____

_____

_____

Student File Number:

_____

Date Submitted:

_____

Apply Address Label Here

Name:

Address:

Postal Code:

Please verify that preprinted label is for correct course.

FOR TEACHER USE ONLY

Special Interest Module:
Money Matters

Grade: _____

Date Received:

_____

FOR SCHOOL USE ONLY

Assigned Teacher: _____

Assigned Code: _____

Graded by: _____

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING STUDENT BOOK

When you are registered for this distance learning course, you are expected to regularly submit your Student Book for correction as soon as you complete it. Before submitting your Student Book, please check the following:

- Have you completed all of the required activities? If not, explain why.
- Have you reread your work to ensure accuracy in spelling and details?
- Have you filled out the Assignment Record Form and attached the correct address label?

MAILING

1. Postage Regulations

Do **not** enclose letters with the Student Book.

Send all letters in a separate envelope.

2. Postage Rates

Take your Student Book to the post office and have it weighed. Attach sufficient postage and seal the envelope. The Student Book will travel faster if sufficient postage is used and if it is placed in a large envelope that does not exceed two centimetres in thickness.

FAXING

1. Student Books may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

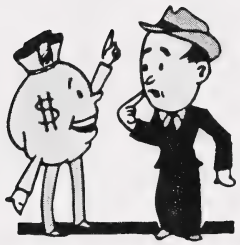
2. All faxing costs are the responsibility of the sender.

E-MAILING

Student Books may be e-mailed. Contact your teacher for the appropriate e-mail address.

Section 1

Money Talks



Discovery Time

Exploring Time

What's in a Phrase?

1. penny pinchers

2. Put your money where your mouth is.

3. The buck stops here.

4. to coin a word or phrase

5. A penny saved is a penny earned.

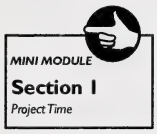
6. to bring home the bacon

7. Money doesn't grow on trees.

8. Money talks.

9. Save for a rainy day.

10. Money makes the world go around.



☑ **Put a check beside the project that you worked on.**

☐ *Project Choice 1*
Swap Smarts

OR

☐ *Project Choice 2*
Trade This

Project Choice 2
Trade This

1. What kind of cards did you make? Did you choose just one subject for your cards, or did you make cards of different things?

_____

_____

_____

_____

2. Describe your trading cards. Include a sample card or a picture of one glued to a piece of unlined paper.

_____

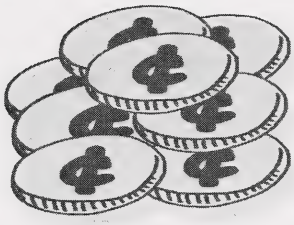
_____

_____

_____

Section 2

Making "Cents"



☑ **Put a check beside the project that you worked on.**

☐ ***Project Choice 1***
Become a Numismatist

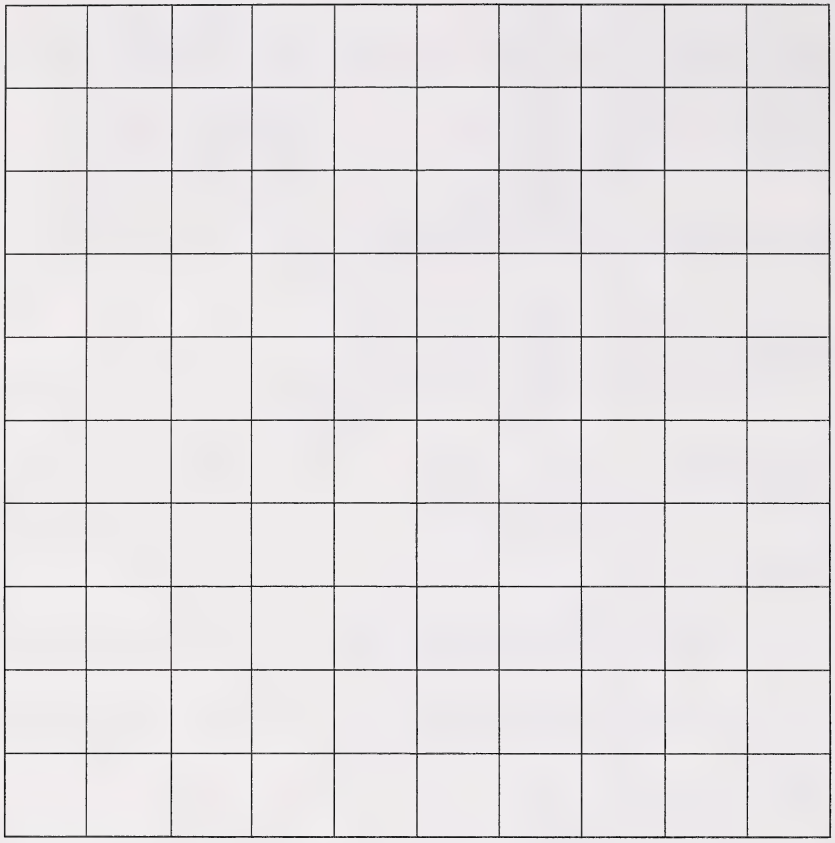
OR

☐ ***Project Choice 2***
A Pocketful of Pennies

Project Choice 2

Use the grid on the following page. The space below the grid can be used for a legend.

A Pocketful of Pennies



Section 3

Does Money Grow on Trees?

Discovery Time

Writing Time

1. Is the lightly coloured background at the edge of the bill fine lines or dots?

   _____

2. Whose names are on the bill?

   _____

   _____

3. Is the bill smooth, or can you feel the texture of the ink?

   _____

   _____

MINI MODULE
Section 3
Exploring Time

Exploring Time

Money Math

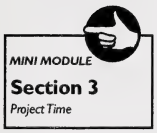
1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____

_____

_____

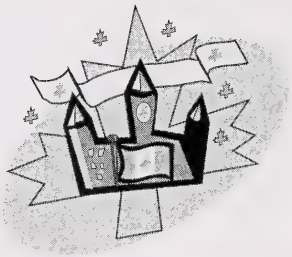


☑ **Put a check beside the project that you worked on.**

☐ *Project Choice 1* **Funny Money** OR ☐ *Project Choice 2* **Money Movie**

Section 4

Canadian Cash



☑ **Put a check beside the project that you worked on.**

☐ *Project Choice 1* **Who's on My Money?** OR ☐ *Project Choice 2* **Money Through Time**

Project Choice 1 Who's on My Money?

Front Picture

- Queen Elizabeth II
- maple leaves
- caribou
- polar bear
- beaver
- Coat of Arms of Canada
- Sir Wilfred Laurier
- William Lyon Mackenzie King
- fishing schooner
- loon
- Sir John A. Macdonald
- Sir Robert Borden

Back Picture*

- Queen Elizabeth II
- snowy owl
- belted kingfisher
- pine grosbeak
- osprey
- common loon
- Canada goose

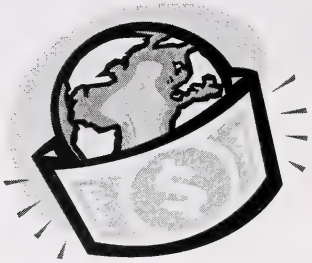
*Note that all coins have the picture of Queen Elizabeth II on the back.

The first one has been done for you.

Who's on My Money?		
Denomination	**Front Picture**	**Back Picture**
1¢	maple leaves	Queen Elizabeth II
5¢		
10¢		
25¢		
50¢		
$1		
$2		
$5		
$10		
$20		
$50		
$100		
$1000		

Section 5

Money Around the World

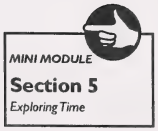


Discovery Time

Writing Time

Make a list of countries and the names of their currency. An example has been done for you.

Country	Currency
Canada	dollar



Exploring Time

Exchange Rates

Maya was going on a holiday where she would be going to two countries. The exchange rate for each country was different. In one country, Country A, $1 Canadian would buy $2.00 of Country A's money. In Country B, $1 Canadian would buy 50¢ of Country B's money.

$1 in Canada = $2 in Country A
$1 in Canada = 50¢ in Country B

1. Maya wanted to buy a gift for her friend in Country A. The gift she found cost $10 in Country A's money. How much Canadian money did it cost?

_____

_____

_____

_____

2. When Maya was leaving Country A, she had $40 she needed to exchange back to Canadian money. How much Canadian money would she get?

_____

_____

_____

_____

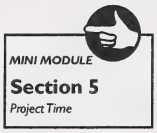
3. In Country B, Maya decided to exchange $20 Canadian into Country B's currency. How much money will she get?

_____

_____

_____

_____



☑ **Put a check beside the project that you worked on.**

☐ *Project Choice 1*
What's the Difference?

OR

☐ *Project Choice 2*
Wheel of Money

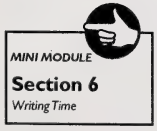
Section 6

Allowing for an Allowance

Discovery Time

Exploring Time

Needs and Wants Collage

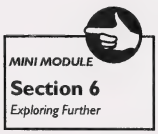


Writing Time

Goals:

Income:

Expenses:



Exploring Further

Date	Description of Transaction	Amount of Withdrawal	Amount of Deposit	Balance

How can Thomas solve his problem?

_____

_____

_____

_____

MINI MODULE
Section 6
Project Time

☑ **Put a check beside the project that you worked on.**

☐ *Project Choice 1* **That's a Plan** OR ☐ *Project Choice 2* **Keeping Track**

Project Choice 1 That's a Plan

1. Amount of money I can spend: _____

2.

Clothes I Want	Clothes I Need
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. List the clothes you can buy with the money you have budgeted.

_____

_____

_____

_____

4. Make suggestions about how you might get the money to pay for the items you don't have money for.

_____

_____

_____

_____

Section 7

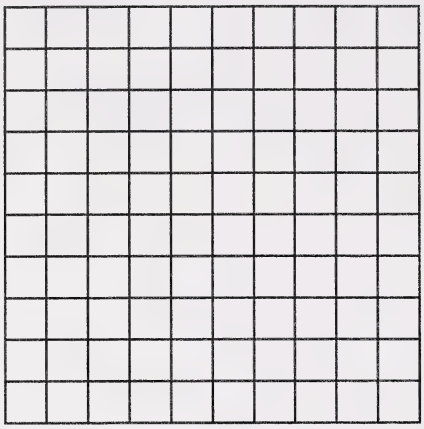
Come On In!

Discovery Time

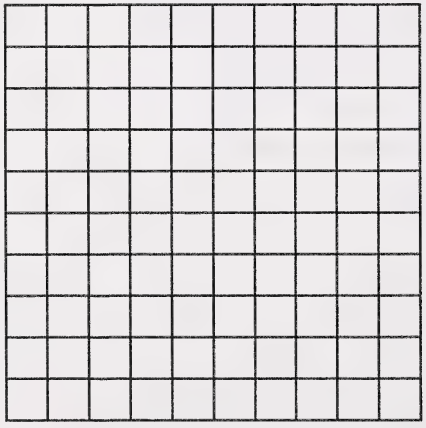
Writing Time

Exploring Time

1. The GST (Goods and Services Tax), which is 7%, must be paid on many things you buy. Colour 7% of one dollar on the grid.



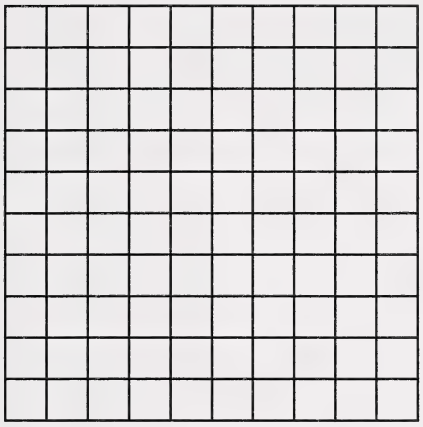
2. A student wrote a 100-question test and answered 13 questions incorrectly. What percentage of the questions did the student answer correctly? Colour your answer on the grid.

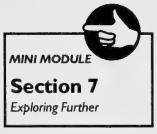


3. a. If the grid represents $10, how much does each square represent?

_____

b. A shirt costs $10. It is on sale for 20% off. Use the grid to show how much money you would save.





Exploring Further

Circle the error in each picture. Explain how you would correct the error.

_____

_____

_____

_____

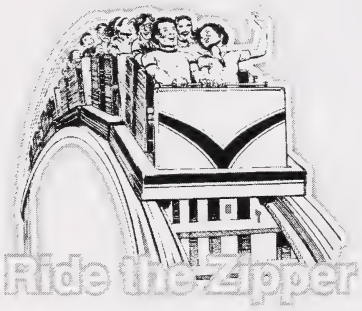
_____

Poll Results

What is your favourite sport?

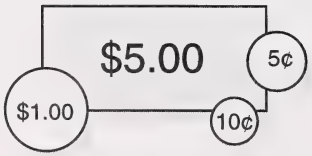
Hockey	41%
Baseball	31%
Swimming	8%
Golf	24%

1 ride.....$1.50
4-ride special..$7.00



Burgers
$3.85

Change from a $10 bill for a burger



☑ **Put a check beside the project that you worked on.**

☐ ***Project Choice 1*** **What a Deal!** **OR** ☐ ***Project Choice 2*** **Tricky Business**

Project Choice 1 What a Deal!

1. Which coat did you decide was the best buy?

_____

_____

2. What made you choose that coat?

_____

_____

_____

_____

3. Where did you look for the coat—in stores, catalogues, or somewhere else?

_____

_____

_____

Section 8

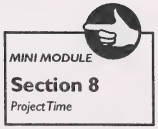
Get a Job!

Discovery Time

Writing Time

Make a list of **five** people from your neighbourhood who work. Write their job title and what they do. Include who pays them, if you know.

- _____
- _____
- _____
- _____
- _____



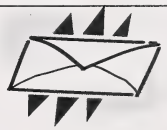
☑ **Put a check beside the project that you worked on.**

☐ ***Project Choice 1*** **You're Hired!** OR ☐ ***Project Choice 2*** **Look in the Classifieds!**

Project Choice 1 You're Hired!

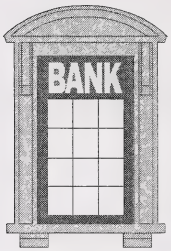
Make a list of **three** possible questions that an employer would ask when interviewing for a job. Give the answers that you think the employer would be looking for.

- _____
- _____
- _____



Section 9

Bank on It!



Discovery Time

Exploring Time

Describe your trip to the bank. Comment on what you learned and what you saw.

Gather Your Work

1. Collect the following items to send to your teacher. Check off the boxes below as you collect each one. When you are ready to send your work in, include this page.

   - ❑ Student Book pages marked with the send-in icon and pages you have inserted in the Student Book
   - ❑ Photographs or videotape of your projects (optional)
   - ❑ Audiotape of projects (optional)
   - ❑ Comments from your home instructor
     (See the questions near the back of this book.)
   - ❑ Course Survey (if you are an ADLC student)

2. Label everything you are sending with your name and the module name.

3. Send your work to your teacher.

COURSE SURVEY FOR MONEY MATTERS (SPECIAL INTEREST MODULE) (© 2000)

Note to the home instructor: After your student has completed the activities for this module, please help him or her fill out this questionnaire and mail it to the address given on the last page. We are interested in your responses. Your comments will be greatly appreciated, as we continually work to improve our courses. If you wish to add information or comments, please write your comments as well in the appropriate spaces.

Name _____ Age _____ Grade _____

Address _____ File No. _____

_____ Date _____

_____

Design

1. The Mini Module booklet is designed so you can work through it yourself. Did you find it easy to use on your own?

   ❑ Yes ❑ No Please explain.

   _____

   _____

   _____

2. Were the questions and directions easy to understand?

   ❑ Yes ❑ No Please explain.

   _____

   _____

   _____

3. Did you find the drawings, charts, and other illustrations helpful? Did they make the course more interesting? Please explain.

   _____

   _____

   _____

4. If you needed special supplies or other material for this course, were you able to easily obtain them? Please explain.

Content

1. Which activity did you like the most? What did you like about it?

2. Which activity did you like the least? What did you dislike about it?

3. Did you find the workload and the content you were expected to learn reasonable? Please explain.

4. Did you have any difficulty reading any part of the Mini Module? Please give details.

Additional Comments

Only complete the following questions if you are enrolled with the Alberta Distance Learning Centre.

1. Did you contact a teacher at the Alberta Distance Learning Centre for help or extra information while doing this module? Please give details.

   If you contacted the Alberta Distance Learning Centre, did you find the staff helpful? Please explain.

2. Did you fax your Student Book to your teacher? Did this work well?

3. Did you e-mail any of your Student Book to your teacher? Did this work well?

_____

_____

4. Was the feedback you received from your correspondence or distance learning teacher helpful? Please explain.

_____

_____

_____

_____

Thanks for taking the time to complete this questionnaire. Your comments are important.

If you are enrolled at the Alberta Distance Learning Centre and will be mailing your Student Book to ADLC, you may return this questionnaire with your Student Book.

Otherwise, please return this questionnaire to this address:

Instructional Design and Development
Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4

Money Matters

Home Instructor's Guide

What Is *Money Matters* About?

Although your child may not have much experience with money, this module will make him or her aware of what an important part of everyone's life it is. Your child will be made aware that money makes trading one thing for another easier.

In the nine sections of *Money Matters*, your child will explore many different aspects of money. Topics include the history of money, how it's made, Canadian money, foreign money, allowances and budgeting, selling methods and shopping, having a job, and banks. Your child will have opportunities to go on field trips. He or she will also gain some valuable and practical skills in money management.

Money Matters provides activities that encourage both fun and learning. Your child will be asked to create, analyse, research, and express personal opinions.

What Will My Child Learn?

Your child will have opportunities to do the following:

- Research information about interesting money facts.
- Gain a deeper understanding of the history of money.
- Appreciate the different currencies of the world.
- Develop basic recordkeeping skills.
- Gain a deeper understanding of what is involved in earning a living.
- Make informed decisions regarding a purchase.
- Use money in a balanced and informed manner.

How Can I Help?

Before your child begins working on this module, you will need to make some preparations. First, you will need to help organize the materials needed. The following materials will be needed:

- coloured and lead pencils
- pens
- a ruler
- scissors
- glue
- a three-ring binder
- lined and unlined paper

You will need to have a collection of newspapers and magazines on hand for projects, too.

Take a trip to the library for books on money. The list of books provided in the reading list will give you some ideas. Your librarian may be able to recommend other books, magazines, and videos. These resources will help your student with research questions.

Some projects involve shopping, talking to people, and visiting a bank. It would be a good idea to make arrangements with the people concerned a few days in advance.

This module was designed for a large range of students. Encourage your child to complete the projects at a level suited to his or her personal skills. Use your discretion, based on your child's ability level, as to the number of research questions that the student will complete. Some activities will require your help, while others provide opportunity for independence.

Growth in research skills is an important aspect of this module. The research questions in each section will require the use of library books or encyclopedias. Encourage appropriate research skills, such as referring to the table of contents and the index in books. If you have access to the Internet, you may also want to work with your child to use the Internet as a resource.

Advance Notices

Section 1

In this section, your child will be looking at the barter system. In Project Time, your child can choose to either organize a swap meet or to make trading cards. If he or she chooses to organize the swap meet, you'll need to help find items that are suitable. You may also need to help make a videotape or audiotape of the swap meet.

Section 2

Section 2 focuses on coins. Try to have a variety of coins on hand for your child to examine. Your child will also look at the hobby of coin collecting. It would be a great asset to your child if you, or someone you know, is a coin collector and is willing to show and discuss the collection. This would be especially helpful if your child chooses the project of starting a coin collection.

Section 3

In this section, your child will look at paper money. You'll need to have a $5 bill available for him or her to examine. You child will also be making up some math problems; you may need to help with this.

Section 4

Section 4 focuses on Canadian money. It will be helpful for you to have a variety of Canadian money on hand for your child to look at. Your child will need to do some research for the project. You may need to provide assistance. A trip to the library may be necessary.

If you have access to the Internet, the Royal Canadian Mint and the Bank of Canada have websites that will be useful. They may be found at the following URLs:

http://www.rcmint.ca/en/index.html

http://www.bank-banque-canada.ca/english/banknotes/index.html

Section 5

In this section, your child will explore foreign money. Again, it would be helpful if your child had access to some foreign money. Exchange rates are discussed in this section. You may need to help your child with the questions on exchange rates. Be sure that the child understands that when you exchange money you are getting the money from that country. It may be confusing to understand that currency in another country may be called *dollar* even though that country's dollar isn't worth the same amount as the Canadian dollar.

Section 6

Section 6 discusses allowances. Even if your child doesn't get an allowance, this section has many valuable lessons about having money and budgeting it. You will need to help with the projects. If your child chooses Project Choice 2, you will need to take your child to a store to look at ledgers. If you have a ledger at home, you can use it instead.

Section 7

In this section, your child will look at shopping and selling methods. If your child chooses Project Choice 1, you'll need to take a shopping trip.

Section 8

Section 8 focuses on earning money and having a job. You may need to help your child identify the jobs that people in your neighbourhood have. If your child chooses Project Choice 1, you may need to help with the interview questions.

Section 9

In this section, your child will look at banks and will also finish the module. Arrange for your child to visit a bank. Prepare your child for the trip by discussing what kind of information he or she wants to find out. Also, read the Interview Tips for guidelines on what to do on the field trip. This is the final section of the module; make sure that all projects are completed. Take time to play one of the games suggested in the module. It will give your child a chance to have some fun and to show what has been learned in this module.

Finishing Up

When your child has completed the module, you will need to help gather the work done to be sent in to the teacher. Note that your child doesn't have to send in the entire Student Book. The pages with the following icon, as well as any additional activities the student has done on his or her own paper, need to be submitted.

When assembling the materials to be sent in, make sure you read and complete the Assessment Record Form. Also read the instructions for submitting the Student Book that are given on the back of this form. Then, attach the Activity Checklist followed by the activities your child has done to the form.

Recommended Reading List

These books will help with this module:

Banks—Where the Money Is by David Adler

All Kinds of Money by David Adler

Smart Spending: A Young Consumer's Guide by Lois Schmitt

Jobs for Kids by Carol Barken and Elizabeth James

Money by Joe Cribb

Making Cents: Every Kid's Guide to Money, How to Make It, What to Do with It by Elizabeth Wilkinson

Everything You Want to Know About Money by Eve Drobot

Box Cars and One-Eyed Jacks: Money Matters for Kids by Joanne Currah and Jane Felling

Home Instructor's Comments

Money Matters

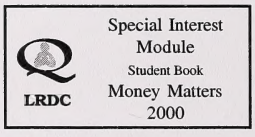
Please answer these questions about your child's participation in the module. Then send this page in to the teacher with your child's work.

1. Which activities do you think your child benefited from the most?

2. Which activities were your child's favourites?

3. Where did your child need the most help?

4. Do you have any comments on this module?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2000